

# MEETING THE NEEDS OF ALL LEARNERS: PART 2

## MOVING FORWARD: DIFFERENTIATION, COLLABORATION, ASSISTIVE TECHNOLOGY AND UNIVERSAL DESIGN FOR LEARNING

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# Today's Timeline

- ▣ Who's Here
- ▣ What does IDEA say?
- ▣ Differentiation & Collaboration: Learning styles, teaching styles, sharing strategies & expertise
- ▣ Assistive Technology: What is available for all learners? What is designed to meet more specialized needs?
- ▣ Universal Design for Learning: Where are we? How do we get there?
- ▣ Some Resources
- ▣ Wrap up of Part 2
- ▣ Thank You!!!

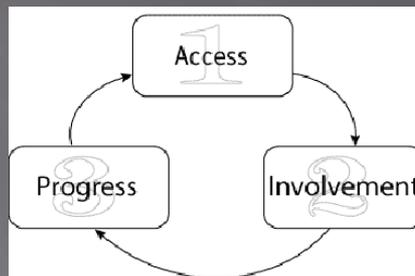
# Some Principles of IDEA

## ▣ IDEA 2004

- “Almost 30 years of research and experience has demonstrated that the education of students with disabilities can be made more effective by having high expectations for such children and ensuring their *access to the general education curriculum in the regular classroom*, to the maximum extent possible...” (20 U.S.C. § 1400(c)(5)(A) (2004))

# Three interrelated stages of access to the general education curriculum

- ▣ Access – accessibility of curriculum to the student
- ▣ Involvement – on-going process of meaningful participation by the student in the GEC
- ▣ Progress – a final outcome and evaluative measure of student progress in the GEC that links back to access and involvement



# Involvement in the General Education Curriculum

- ▣ IDEA '04 brings this well beyond the concepts of mainstreaming & inclusion
- ▣ Emphasizes need for improved accessibility & focuses mainly on placement in the general education classroom
- ▣ Ties in all aspects of the IEP and IEP team in with providing this access, involvement & progress for all students with disabilities

# Provisions in IDEA

- ▣ 20 U.S.C. §§ 1414(d)(1)(A)(i)(I), (II), (IV)
  - Spells out that present levels, measurable annual goals, special ed & related services, supplementary aids and services, accommodations, modifications and supports for school personnel are supposed to directly link to the child's being involved in and making progress in the general education curriculum
  - Mere physical access to the regular classroom without the appropriate supports is no longer sufficient
  - Teachers must consider ways to adapt their instructional practices to enable students to participate in the general education curriculum

# Non-participation Justification

- ▣ The IEP must include an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class (20 U.S.C. § 1414(d)(1)(A)(i)(V)).
- ▣ **Translation: School districts are obligated to provide greater justification for not including students with disabilities in the regular class.**

# Composition of IEP Team

- ▣ The IEP team must include not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment); [and] not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child (*Id.* §§ 1414(d)(1)(B)(ii)-(iii)).
- ▣ **Translation: Inclusion of regular education teacher on the team designed to help regular education teachers to view students with disabilities as part of their responsibility and to help move special educators into a more consultative role.**

# Monitoring of Progress

- ❑ Must demonstrate and document progress toward attaining IEP goals
- ❑ Must be included in all general State and districtwide assessment programs
- ❑ Must include a statement of necessary accommodations to measure academic achievement and functional performance on State & districtwide assessment programs
- ❑ Must include students with disabilities in the AYP count
- ❑ Introduced performance indicators

# Interventions

- ▣ Specific skill-building strategies implemented and monitored to improve a targeted skill and achieve adequate progress in a specific academic or behavioral area.
- ▣ Now implemented routinely for ALL students
- ▣ Often involves changing instruction or providing additional instruction to students in areas of learning or behavior deficits/difficulties
- ▣ Goal is to provide strategies or techniques in order to teach new skills, build fluency or encourage application of existing skills to a new situation

# Interventions

- ▣ Require a targeted assessment, planning and data collection/analysis
- ▣ Should be evidence-based and monitored regularly to determine effectiveness & growth and to inform instruction
- ▣ Are like accommodations and modifications in that they focus on the needs of individual students
- ▣ Are different in that they teach new skills to help students overcome specific deficits or maladaptive response patterns
- ▣ Are used to change & improve student learning outcomes

# Factors considered in determination of eligibility

- ▣ CFR 300.306(b)(1) Special rule for eligibility determination: A child must not be determined to be a child with a disability under this part – If the determinant factor for that determination is —
  - (i) Lack of appropriate instruction in reading, including the essential components of reading instruction
  - (ii) Lack of appropriate instruction in math

# Further, for Learning Disability Eligibility:

- ▣ CFR 300.309(b) To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation (1) Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and (2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

# Some Best Practices available to/implemented by Schools

- ▣ Differentiation
- ▣ Collaboration/Cooperative Teaching
- ▣ Assistive Technology/Accessibility
- ▣ Universal Design for Learning (UDL)

# Differentiation

([www.ascd.org](http://www.ascd.org))

- ▣ “The idea of **differentiating instruction** to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education.” (Tomlinson & Allan, 2000).
- ▣ Move from teacher-centered instruction to student-centered instruction
- ▣ Teaching that advocates active planning for student differences in classrooms.
- ▣ Goal is to maximize student growth and individual outcomes

# Key principles that guide effective differentiation

- ▣ A differentiated classroom is flexible
- ▣ Differentiation of instruction stems from effective & ongoing assessment of learner needs
- ▣ Flexible grouping helps ensure student access to a wide variety of learning opportunities
- ▣ All students consistently work with “respectful” activities and learning arrangements (equally interesting & engaging tasks that provide equal access to essential understanding & skills)
- ▣ Students & teachers are collaborative in learning

# Differentiation of Curriculum

- ▣ Content- includes what the teacher plans for students to learn and how the student gains access to the desired knowledge, understanding and skills
  - Re-teaching students who need another demonstration, or exempting students who already demonstrate mastery from reading a chapter or sitting through a re-teaching session
  - Using math manipulatives with some, but not all, learners to help students understand a new idea
  - Presenting information through both whole-to-part & part-to-whole approaches

# Differentiation of Curriculum

- ▣ Process – how the learner comes to make sense of, understand, and “own” the key facts, concepts, generalizations and skills of the subject. (AKA activity or task)
  - Provide varied options at differing levels of difficulty based on differing student interests
  - Offer differing amounts of teacher and student support for a task
  - Give students choices about how they express what they learn

# Differentiation of Curriculum

- ▣ Products – the items a student can use to demonstrate what he or she has come to know, understand, and be able to do as the result of an extended period of study
  - Compile a portfolio of student work
  - Hold an exhibition of solutions to real-world problems that draw on knowledge, skills and understanding achieved over a period of time
  - Use a wide variety of assessments
  - Work with students to develop rubrics of quality that allow for demonstration of both whole-class and individual goals

# Differentiation of student characteristics

- ▣ Readiness
  - Adjust degree of difficulty of tasks to promote appropriate level of challenge
  - Add or remove teacher and peer coaching as needed
  - Vary direct instruction by small group need
  
- ▣ Interest
  - Give students choice of tasks and products
  - Provide for student exploration of a topic or expression of learning
  - Use adults or peers with prior knowledge/similar interests to serve as mentors
  
- ▣ Learning Profile
  - Create flexible learning environment
  - Present information via a variety of modes
  - Ensure choice of competitive, cooperative and independent learning experiences
  - Provide authentic learning opportunities in various aptitude/interest areas

# Instructional strategy differentiation

- ▣ Instructional strategies are tools of the teacher's art to be used artfully and appropriately
- ▣ Teacher must have proficiency in content area to use tools properly
  - Learning centers, interest groups, complex instruction, learning contracts, tiered activities & products, jointly constructed rubrics (teacher/student), alternative forms of assessment

# True and effective implementation of differentiation

- ▣ Must be understood, supported and led by district and building administration
- ▣ Is a way of thinking about teaching and learning
- ▣ Creates expert teachers
- ▣ Promotes improved learning outcomes for all students

# Collaboration/Cooperative Teaching

- ❑ Co-teaching is a model that emphasizes collaboration and communication among all members of a team to meet the needs of all students.
- ❑ Research as to effectiveness of this approach is limited to case studies, observation, surveys and reports from teachers involved in the process
- ❑ Current research literature identifies several common themes that are critical to this becoming an effective service delivery model:
  - Common planning time
  - Communication between and role definition of classroom teachers and special educators
  - Full administrative understanding and support including a sharing of supervision between building administrators and special education administrators
  - Shared educational philosophies

# Documented benefits of co-teaching

- ▣ Greater collegial exchanges of strategies between professionals
- ▣ Increased understanding of all students' needs
- ▣ Stronger instructional programs grounded in general education content for students with disabilities
- ▣ Increased acceptance of students with disabilities by their peers
- ▣ Decreased burnout for professionals

# Models of Co-Teaching

- ▣ Lead and support
- ▣ Station teaching
- ▣ Parallel teaching
- ▣ Alternative teaching
- ▣ Team teaching

No one model works best in every situation for teaching every skill. Most effective co-teaching models use a variety of models

Crucial that teachers share their content and skills expertise with one another to ensure successful implementation of this model

Universally designed curriculum must be at the core of discussion for co-taught teams

# Keys to Successful Co-teaching

- ▣ Planning – common time to plan and commitment to the planning process
- ▣ Disposition – must be in sync philosophically and share common views on differentiation and access for all students, fairness, grading & behavior management
- ▣ Evaluation – must regularly assess co-teaching relationship, effectiveness for students, satisfaction for teacher pairs

# Barriers to Effective Co-Teaching

- ▣ Time
- ▣ Grading
- ▣ Student readiness
- ▣ Teacher readiness
- ▣ Ensuring the integrity of the model vs. being a dumping ground
- ▣ Poor implementation & lack of proper training and coaching

# Assistive Technology & IDEA

- ▣ Assistive technology includes "devices" and "services." IDEA 2004 requires IEP teams to consider the assistive technology needs of all children with disabilities. (20 U.S.C. 1414(d)(3)(B)(v))
- ▣ The law requires schools to use assistive technology devices and services "to maximize accessibility for children with disabilities." (20 U.S.C. 1400(c)(5)(H))

# Assistive Technology & IDEA

- ❑ IDEA defines an 'assistive technology device' as... any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. (20 U.S.C. 1401(1).
- ❑ IDEA defines an 'assistive technology service' as... any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. Such term includes - (A) the evaluation... (B) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices... (C) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing... (D) coordinating and using other therapies, interventions, or services with assistive technology devices... (E) training or technical assistance for such child, or ...the family of such child... (F) training or technical assistance for professionals... (20 U.S.C. 1401(2))

# Assistive Technology

- ▣ Assistive technology helps children use their strengths to compensate or "work around" weaknesses caused by the disability
- ▣ The IEP team makes decisions about assistive technology devices and services based on your child's unique needs so that he can be more confident and independent
- ▣ Lack of availability or cost cannot be used as an excuse for a district not providing
- ▣ Need for assistive technology is one of the special factors that must be considered by the team in the development of the IEP

# Assistive technology & IDEA

## Assistive Technology Devices and Services

Many children with disabilities have difficulties with reading, writing, and math. Some children have problems with vision, hearing, listening and/or communicating. Others have physical, mobility, and motor problems... If the IEP team determines that your child needs assistive technology devices and services, the school district is responsible for providing these and Note: Assistive technology is not a substitute for teaching your child to read and write. - See more at: <http://www.wrightslaw.com/info/atech.index.htm#sthash.q57SmerZ.dpuf>

# Assistive Technology Tools

- ❑ Specifically designed to assist individuals with disabilities in overcoming barriers in their environment and in increasing opportunities for independence
- ❑ Can be carefully engineered, fitted and adapted to the specific strengths and weaknesses of each student...unique, personal, customized and dedicated to the individual
- ❑ Range from simple, “low-tech” (highlighters & organizers) to “high-tech” (speech-to-text software)
- ❑ Large print, magnification devices, closed circuit TV, electronic sign language, braille, tactile graphics, audio books, audio amplification devices, screen readers, talking materials, mobility switches, computer screen enlargers, alternative keyboards,

# National Instructional Materials Accessibility Standard (NIMAS)

- ❑ Part of IDEA 2004 reauthorization
- ❑ Extends the Chafee Amendment which gives students with disabilities and those supporting them a legal means to acquire accessible versions of print textbooks by allowing publishers to provide digital files to schools and other third parties specifically for the creation of accessible versions of textbooks for students with qualifying disabilities
- ❑ Mandate for both states and publishers
- ❑ Provide access to materials in a more timely manner so that students can access alternative versions at the same time that print versions are made available for nondisabled classmates

# Assistive Technology Resources

- The New Hampshire Accessible Educational Materials (NHAEM) Online System was developed to allow individuals [to] order [American Printing House for the Blind](#) (APH) materials and products purchased through the Federal Quota Program for New Hampshire blind and visually impaired students eligible under the Federal Act to Promote the Education of the Blind.
- <https://www.bookshare.org> – for those who cannot read traditional print books because of visual impairment, physical disability or severe learning disability. Provides text-to-speech voices, highlighted words onscreen coupled with text-to-speech, digital braille reader, enlarged fonts, creates physical braille or large print, reads directly from Internet browser; provides online courses through Perkins e-learning and other AT training modules
- <http://www.aem.cast.org> (formerly AIM) National Center on Accessible Educational Materials
- [APH Count 2014 - American Printing House for the Blind-Federal Quota Registration Process](#)
- [U.S. Department of Education-Braille Instruction for Children who are Blind or Visually Impaired](#)
- <https://www.crotchedmountain.org/Programs-and-Services/ATECH-Services/Assistive-Technology/>
- <http://www.iodbookstore.org/products/Assistive-Technology-Solutions-in-Minutes.html> Willkomm, Theresa, [Assistive Technology in Minutes](#) (Books I & II)
- \*\*\*See also You Tube\*\*\*
- <http://www.wrightslaw.com/info/atech.index.htm> - links to resources and articles re: assistive technology & universal design

# Accessibility & Americans with Disabilities Act

- ▣ ADA Effective Communication Standards – Revised 2010
  - Requires that Title II (state and local government) & Title III (businesses & nonprofit organizations) entities communicate effectively with people who have communication difficulties
  - Goal- to ensure that communication with people with these disabilities is equally effective as communication with people without disabilities
  
- ▣ 11/12/14 – Joint Dear Colleague Letter and Frequently Asked Questions issued by U.S. Department of Justice and U.S. Department of Education’s Office of Civil Rights – discusses the interplay between IDEA and ADA

# Effective Communication Standards

- ❑ Requires that public entities provide appropriate auxiliary aids and services to facilitate communication; does not require a lengthy AT evaluation as under IDEA; no responsibility under ADA to evaluate
- ❑ Designed to afford equal opportunity to participate in and benefit from programs, activities and services; includes students, parents, teachers, staff, coaches
- ❑ Obliges public entities to give “primary consideration” to auxiliary aids and services requested by the individual with a disability that might implicate that person’s ability to communicate; also applies to instructional materials including online communication tools; must safeguard student privacy and promote independence; if the school does not honor the student or family’s communication preference, the decision must be explained in writing

# Potential Impact on Schools

- ▣ Will encounter these requirements when they are working with students and others with vision, hearing or speech disabilities who may require auxiliary aids and services to access a school's programs, activities and services
- ▣ Examples: sign language interpreters, provision of Braille materials, captioning of videos, real-time captioning and other assistive technology devices and services

# Impact on Schools

- ▣ Schools now not only have an obligation to provide FAPE under IDEA, they also have obligations under ADA Title II re: effective communications standard
- ▣ IDEA compliance does not necessarily ensure compliance with Title II effective communications standard
- ▣ Schools should be identifying a person to ensure compliance with ECS

# FAPE vs. Effective Communication

- FAPE obligation differs from ADA obligation
  - FAPE = ensure a meaningful opportunity to benefit from education; associated with academic progress; funding source for aids and services in IEP is IDEA
  - Effective communication = measure student's communication access in comparison with nondisabled peers; associated with providing communication access so that child can fully participate in all aspects of school (class discussions, lunch, that involve communication; effective communication needs that go above and beyond the IEP to ensure effective communication should be requested through Title II; there is an "undue burden" clause as well
  - Forthcoming advice will be provided to support schools in how to revise practices so that they can be in compliance with ADA
  - Assistive technology and accessibility are now moving toward being required to be available to all who need it to have equal access to communication opportunities

# Where are we going?

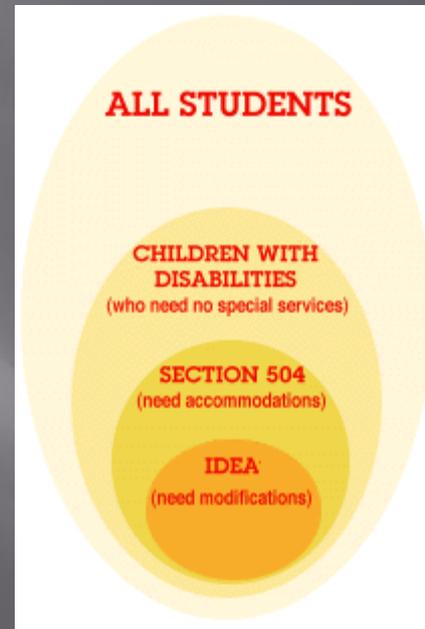
- ▣ As schools have begun incorporating these various best practices (progress monitoring, interventions, differentiation, collaboration, assistive technology and as ADA laws begin to emphasize accessibility and access for all, what is available to students universally has improved and increased
- ▣ More is available to all students, therefore, fewer students should need to be identified to get what they need to fully access their education.

# As learning becomes universally designed for ALL students:

progress monitoring,  
interventions,  
differentiation,  
collaboration,  
assistive technology

ADA laws that emphasize  
accessibility and access for all  
PBIS and behavioral interventions

There becomes less of a  
need for the IEP for:  
specialized instruction  
formal modifications  
formal accommodations  
formal assistive technology  
special education & related  
services



# Universal Design for Learning

- **Universal Design for Learning (UDL) is a framework for teaching and learning that offers all individuals equal opportunities to learn** (Hall, Meyer & Rose, 2012). The UDL framework, defined in the Higher Education Opportunity Act of 2008 as a “*scientifically valid framework for guiding educational practice,*” is derived from research on neurodiversity and the learning sciences (Ralabate, 2011). **Educators who utilize the UDL framework accept learner variability as a strength to be leveraged, not a challenge to be overcome. Instead of focusing on intrinsic learner deficits or challenges, this framework offers guidance to educators about those areas where they can expect learners to vary naturally, allowing them to plan for this variability in advance** (Rose & Meyer, 2002). Found in the Assistive Technology Act at 29 U.S.C. 3002(19).
- **The ultimate goal of applying UDL to instruction is to help all learners to develop into *expert learners* – learners who can assess their own learning needs, monitor their own progress, and regulate and sustain their interests, effort, and persistence during learning tasks** (CAST, 2012).
- **By utilizing UDL framework, educators design learning experiences that provide the opportunity for all learners to have access to, participate in, and progress in the general education curriculum**(CAST, 2010)

# UDL

## DOES

- ▣ Develop learning environments that give all individuals equal opportunities to learn
- ▣ Propose a set of flexible scaffolds and supports that can meet individual needs
- ▣ Encourages creating flexible designs from the start that have customizable options, which allow all learners to progress in the curriculum.
- ▣ Incorporate new curricular materials and learning technologies designed to accommodate the unique learning styles of a wide variety of individuals, including students with disabilities

## DOES NOT

- ▣ Develop separate learning environments for students with special needs
- ▣ Propose a single, one-size-fits-all solution
- ▣ Encourage specially-designed instruction to occur separately from what happens in the general education classroom
- ▣ Add-on assistive technology & specialized materials as needed for and by individual students with disabilities
- ▣ Does not include inflexible curricula that raises unintentional barriers to learning for gifted or disabled students

# Principles of UDL

- ▣ Individual learners are very different from one another and may require different methods and means to reach a common goal
- ▣ These differences -both seen and unseen, may be shaped by brain development, learned and innate skills, cultural and social experience, and a host of other factors.
- ▣ Creates flexible designs from the start that have customizable options, which allow all learners to progress in the curriculum
- ▣ Options for accomplishing this are varied and robust enough to provide effective instruction to all learners

# Principles of UDL

- ▣ Addresses the creation of broader accessibility to learning opportunities by asking teachers to follow three principles in designing instruction:
  - Multiple means of representation
  - Multiple means of engagement
  - Multiple means of expression

# Representation

- ▣ Content or information to be learned is represented in different ways:
  - Books at different reading levels to deliver the same information
  - Provide lecture with visuals of main points, guided notes and a video/audio for students to access at a later time

# Engagement

- ▣ Teacher creates many pathways for students to actually learn the material presented:
  - Practice or active mental/physical engagement
  - Small group learning opportunities
  - Focused practice with precise feedback
  - Independent work
  - Provide opportunities to respond by writing, talking through ideas, physically represent what they are learning

# Expression

- ▣ Teachers provide multiple means for students to demonstrate what they have learned:
  - Traditional paper & pencil tests
  - Oral tests
  - Project-based assessments

# AT & UDL

- ▣ Both rely on modern technology to improve education for students with disabilities
- ▣ For AT, technology is employed at the level of the individual student to help him/her overcome barriers in curriculum and in learning and living environments
- ▣ For UDL, technology targets the curriculum itself and is used to create curriculum and environments that, by design, lack traditional barriers to learning

# Alternate Format Materials

- ▣ National Instructional Materials Accessibility Standard (NIMAS) is an example of the current linkage between UDL & AT
  - All publishers will be producing a common format for access which greatly reduces the complexity of training & support needed for students and staff
  - High quality digital accessible materials will provide immediate access which will enable teachers to concentrate more on learning

# Example: Mastering History Concept for a student with a Reading Disability

## AT Perspective:

Individual problem where reading disability interferes with ability to master history content & demonstrate knowledge

Solution: remedial reading, tutoring and AT (spellchecker & audio version of history text)

Problem: not integrated with the learning goal

## UDL Perspective:

Environmental problem that history curriculum has an overreliance on printed text. This raises barriers to engagement and mastery for many students.

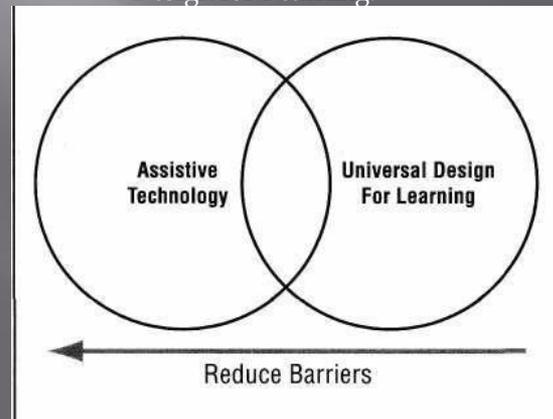
Emphasizes limitations of the curriculum instead of limitations of the student

Solution: multimedia curriculum that provides digital, universally designed media that offer diverse opportunities for viewing and manipulating content and expressing knowledge. Fewer students face barriers because of enhancements

Problem: some accommodations are cumbersome, inefficient or prohibitively expensive when included as an element of the basic curriculum

Integration of AT & UDL combines the positives of both & creates more powerful, cost-effective solutions that reflect that disabilities are defined by the interaction between the environment and the individual

- Rose, Hasselbring, Stahl & Zabala, "Assistive Technology & Universal Design for Learning:



# Universal implications of alternate format materials

- ▣ Extends well beyond special education into the general education classroom
  - Supported reading or math software accompanies a text for all students
  - Web-based learning
  - Smart keyboards
  - MP3 players
  - Curriculum companies are now often provided digital texts to be accessed for any learner who needs it
  - Those who currently qualify with print disabilities as well as those who do not can benefit from universally-designed instructional materials and solutions
  - Allow for a move from a focus on access to a focus on enhanced learning for all students
  - Further define and refine collaborative roles of general & special educators

# UDL Resources

- ▣ Universal Design for Learning and Assistive Technology  
<http://ectacenter.org/topics/atech/udl.asp>
- ▣ National Center on Universal Design for Learning  
<http://www.udlcenter.org/>
- ▣ CAST (Center for Applied Special Technology)  
<http://www.cast.org/>
- ▣ National UDL Task Force  
<http://www.udlcenter.org/advocacy/taskforce>
- ▣ Universal Design Online  
<http://www.udlcenter.org/advocacy/taskforce>

# UDL In New Hampshire

- ▣ The NH Department of Education, Bureau of Special Education has contracted with [CAST](#): Center for Applied Special Education Technology to provide New Hampshire educators with professional customized learning opportunities that build capacity in the implementation and roll out of Universal Design for Learning (UDL) as a systemic framework for educational decision-making.
- ▣ CAST Professional Learning team provides a formula for successful UDL implementation that clearly defined goals, ongoing measures of progress relative to the goals, and flexible methods and resources that support the five phases of implementation (Explore, Prepare, Integrate, Scale, and Optimize)

# UDL In New Hampshire

- The UDL Academy is a yearlong professional learning program for districts that are committed to using a team approach to impact educator effectiveness and agree to actively participate in the key components of the UDL Academy. The design of the UDL Academy supports learning about UDL, trying out UDL in practice, reflecting about application of UDL, and working in teams that identify and address common needs and actions.
- *NH UDL Awareness Day - December 9, 2014*  
Link to <http://community.udlcenter.org/group/nh-udl-academy/page/nh-udl-awareness-day-december-9-2014> for more information
- *Webinar: Introduction to the UDL Academy*  
[http://www.cast.org/udlcourse/NH\\_UDL\\_Academy\\_Intro/index.html](http://www.cast.org/udlcourse/NH_UDL_Academy_Intro/index.html)

# The UDL Academy for 2015-2016

*Introduction to the NH UDL Academy for NH Teams, May 14  
Southern New Hampshire University*

- ▣ **NH UDL Academy Information**
- ▣ *Participating Districts*
- ▣ Contoocook
- ▣ Dover
- ▣ Fall Mountain
- ▣ Hampton
- ▣ Hudson
- ▣ Sanborn Regional
- ▣ SAU 13 Tamworth
- ▣ Strong Foundations Charter School



# References

- <http://aem.cast.org/>
- [http://aim.cast.org/learn/practice/use/accessible\\_textbooks#reaching](http://aim.cast.org/learn/practice/use/accessible_textbooks#reaching)
- Crosswalk between Universal Design for Learning (UDL) and the Danielson Framework for Teaching (FfT)
- <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-faqs-effective-communication-201411.pdf>
- <http://www.ada.gov/effective-comm.htm>
- <http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction>
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- <http://www.jcboe.org/boe2015/images/pdf/depts/speced/13-14/links13-14/accommodationsmodificationsinterventions.pdf>
- <http://www.nhdeafhhd.org/educational-guidelines.html>
- [http://www.specialconnections.ku.edu/~kucrl/cgi-bin/drupal/?q=collaboration/cooperative\\_teaching](http://www.specialconnections.ku.edu/~kucrl/cgi-bin/drupal/?q=collaboration/cooperative_teaching)
- <http://www.specialeducationguide.com/pre-k-12/tools-and-research/7-apps-to-use-as-assistive-technology/>
- [http://www.specialconnections.ku.edu/?q=collaboration/cooperative\\_teaching](http://www.specialconnections.ku.edu/?q=collaboration/cooperative_teaching)
- <http://www.udlcenter.org/aboutudl/whatisudl>
- [https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/assistive-technology-tools-that-help-with-](https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/assistive-technology-tools-that-help-with-learning)

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